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ABSTRACT

These three papers were delivered as part of a conference panel that was intended to alert advisory councils to the precarious situation of vocational education in the United States today. The first paper, "Crisis Issues in Vocational Education and Training" by Charles R. Doty, makes a case for establishing a program to finance full-time study for potential leaders of vocational and technical education at Rutgers, the State University of New Jersey. In his paper entitled "Recommendations for Vocational Education to Be a Partner in New Jersey Educational Reform," Elric A. Cicchetti discusses the benefits to be derived from establishing a commission to study the issues and concerns of vocational education, formulating a policy to allow students to obtain academic credit for training received in vocational courses, developing programs for articulation between secondary and postsecondary vocational education and between industrial arts and traditional academic programs, and expanding inservice training for vocational instructors. The final report, "Vocational Educators Respond to a Perceived Educational Crisis" by Conrad C. Shuman, begins with the argument that there is no crisis in education that is any different from any seen in the last 30 years and ends by reaffirming the need for vocational education to reexamine its links with and relevance to the business/industrial communities and to update its equipment, methods, and staff accordingly. (MN)

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CRISIS ISSUES IN VOCATIONAL EDUCATION AND TRAINING

Charles R. Doty
Rutgers - The State University
of New Jersey
September 26, 1986

The hand is the cutting edge of the mind. Civilization is not a collection of finished artefacts, it is the elaboration of processes. In the end, the march of man is the refinement of the hand in action (Bronowski, 1974, 116).

It is a pleasure to address each of you and to be associated with the panel members of this session. We will endeavor to give you the best of our thinking concerning the critical issues in vocational education. Our suggestions will be based on our knowledge and perceptions that have an underlying philosophy. That philosophy is that each person will be provided the opportunity to gain the knowledge and skills to earn a living, enjoy life and, hopefully, to serve others. Our suggestions are positive, not negative, i.e., that we can achieve the goals in this philosophical statement.

We know that each of our suggestions may reveal some lack of knowledge of the political and economic realities and the power of groups or individuals to achieve these goals. However, we are here to make a beginning to educate each other and to design strategies to help each other achieve these goals.

In 1984 a report in the New York Times stated the Soviet Union was increasing the percentage of students into vocational and technical education from 40% to 60%. In the New York Times, June 2, 1985, was an article titled China Orders Changes in Its Educational Policies. Quoting from the June 2 article:

> China has adopted a wide-ranging package of educational policy changes designed to bring schooling more into line with the country's pragmatic economic goals.

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> A party directive published Wednesday provides more autonomy for colleges and universities, expansion of technical and vocational training and more leeway for private colleges. At the secondary level, the biggest change is to come in the shift toward more vocational and technical training. According to officials, this will mean increasing the proportion of students in the vocational stream to 50 percent by 1990 from the 32 percent at present.

It should be noted that delegates of Chinese educators have toured the United States, including New Jersey, in their quest for improving their vocational and technical system.

India recently mandated, by law, vocational education for all students. Singapore stresses vocational and technical education. RCA Service Company, Cherry Hill, N. J., has projects in Turkey, Indonesia, etc., to establish vocational and technical schools. Similar projects in Saudi Arabia have been in progress for several years.

In contrast to the plans and activities of other countries the United States has such organizations as the Heritage Foundation proposing in its Slashing the Deficit, Fiscal 1987 to phase out vocational funding in three years. An examination of that document reveals a lack of understanding of the difference between industrial arts education [note: a name change for this area of education is in progress] and vocational education. The creditability of this document may be questionable.

I am constantly drawn back to the famous "Red Book" report of the Harvard Committee:

> In an earlier section we spoke of the importance of shop training for students who intend to go into scientific or technological work. Such experience is important for the

> general education of all. Most students who expect to go to college are now offered an almost wholly verbal type of preparatory training, while hand training and the direct manipulation of objects are mainly reserved for the vocational fields. This is a serious mistake. (p. 175)

Leadership

Within the last few months several notices and reports have been issued concerning vocational and technical education that have a bearing on the recommendations to be made in this paper. Rosemary Kolde, President of the American Vocational Association, sent a letter to all members early 1986 stating "Vocational education is in danger." and "Vocational education is in a fight for its survival."

The April 1986 Vocational Education Journal topic was Developing Leaders for Vocational Education. Gladys B. Santo, editor, stated the goal clearly:

> The training and selection of leaders is critical to any field, but even more so when the field is education.... At this juncture in our history when vocational education must rise to many complex challenges, we need strong, informed leadership development. (p. 6)

I might add that Santo reported that the Journal staff became very disturbed when I reported that many persons at various conventions I attended had complained that too many occupational programs were being administered by persons who have little or no knowledge of vocational and technical education. Santo reported that the AVA was initiating a study concerning this matter.

Thomas L. Erekson and Keith C. Birks, University of Wyoming, in their study Age Distribution and Retirement Projections for University Industrial Education Faculty concluded:

Universities may be forced to hire faculty who do not have the doctorate. This may further lower the "status" of industrial technology at universities. In some cases, programs may close due to a lack of faculty.

A graduate leadership development program, perhaps similar to EPDA, needs to be considered with appropriate recruitment and funding for graduate studies.

In the VoTech News a newsletter published by Deere & Company, Moline, Illinois, under the title Ag Faculty: An endangered Species? it was stated:

> We are facing a crisis in ag-education, says Dr. Duane Sutor, Associate Dean, College of Agriculture, Texas A & M University. After WW II many ag programs expanded to keep up with the returning GI enrollment. This faculty is on the verge of retiring. There doesn't seem to be anybody to take their place.

Robert E. Taylor, founder of the National Center for Research in Vocational Education, The Ohio State University, retired in 1986. An interview, reported in the June 1986 Centergram, revealed concern with leadership.

> Make Newton [interviewer] Many of my colleagues here and elsewhere are concerned that vocational education may have lost an enormous amount of leadership over the past 24 months. Do you feel we are having a situation where perhaps we do not have the strength of leadership in vocational education that we once had?
>
> Taylor: One of the things I would fault the vocational education profession on, and it's been one of my disappointments, is its unwillingness to invest in long-term personnel development. The other is the shift in the way teacher education is supported at the university. We don't seem to be generating many Rupert Evans,

Mel Barlows, and Gordon Swansons, what I call "Renaissance people", as we should.

We need to invest in people by giving them reflective, focused, longer range experiences. We need more people writing and adding to the intellectual capital of the profession.

Recommendations

The advisory council(s) should recommend the establishment of a continuing program to finance full time study for potential leaders of vocational and technical education at Rutgers - The State University of New Jersey, Vocational and Technical Program, Graduate School of Education. The funding of this program would provide for all expenses, e.g., travel in state, national travel and, perhaps, international travel [International Center for Vocational Education, Turin, Italy], room and board, books, supplies, tuition, etc.

Full time study is recommended based on the Vocational and Technical Program faculty observation of the achievement of part time students and full time students. The full time student growth in knowledge and skills is superior to the part time student. Full time study will allow a person time to travel, read, write, and associate with persons in other disciplines.

The applicants for this program must be carefully selected. Experience with the EPDA program would provide some mistakes, hopefully, not being made, e.g., schools and state departments recommending persons they want to eliminate, persons who are charismatic and have little ability, persons who are anti-intellectual, etc.

What I am saying is that the leaders of the future must be more scholarly than those of the past. We need people who have an intellectual background who can compete in the educational institution to give vocational and technical education fair representation. We need persons who are open minded to

examine vocational and technical education in dimensions other than the time honored job entry level goal, to initiate changes in delivery systems and curricula, and who examine criticism in terms of potential to improve.

Vocational education has been supported at the university level since 1865. This support, if eliminated, will mean the permanent status of vocational education being 'second' class. It will also establish a dual system of education within the American education institution. As Robert Taylor stated, "...we should not disenfranchise a significant group of young people- nor foster conditions that move us toward a dual system of education."

The advisory council needs to examine the Vocational and Technical Education program in the Graduate School at Rutgers University. Robert Taylor's observation, "The other is the shift in the way teacher education is supported at the university," was his polite way of stating that the programs at the universities across this nation are being elimated. The program at Rutgers, which has been evaluated repeatedly as one of the top ten in the nation, is now reduced in staff, has no travel funds, has virtually no secretarial staff, and almost no supplies or duplicating budget. In other words, this program, as well as others across the nation, is being seriously hampered in efforts to produce excellent teachers, administrators, and leaders at both of these levels. If the Rutgers staff is to achieve the previous recommendation the advisory council must recommend and obtain support for the program.

The advisory council should recommend that the New Jersey Vocational Education Resource Center, under contract with Rutgers University, be moved from its remote location (45-60 minutes drive from the campus) to the Rutgers New Brunswick campus, that the Center title and function include 'Research,' and that its educational programs and library be monitored and/or administered

by professional vocational and technical faculty members and other appropriate faculty members within Rutgers University, Graduate School of Education. These faculty members would be given 'load' for their work in the Center. A state wide advisory committee should also be established by the Graduate School of Education to determine the goals of the Center.

The relocation of the Center, change in title and function, and guidance by professionals will allow the structuring of a resource to educate leaders. In fact, this Center could be a regional center for several states whereby the states could send individuals to study. The Northeast regional center of the National Curriculum Network is already housed in this Center which makes the extension a logical plan.

The national and state advisory councils must do more than make recommendations. They must engage in activities to achieve these recommendations and establish accountability for achieving these recommendations. There is a delicate balance between advising and dictating. However, if an advisory council believes in the value of its recommendations the council will ask 'why' a recommendation was not achieved. If the 'why' is the problem a recommendation may be necessary to solve the 'why'.

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RECOMMENDATIONS FOR VOCATIONAL EDUCATION TO BE A PARTNER IN NEW JERSEY EDUCATIONAL REFORM

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September 26, 1986

RECOMMENDATIONS FOR VOCATIONAL EDUCATION TO BE A PARTNER IN NEW JERSEY EDUCATIONAL REFORM

Upon release of the report of the presidentially appointed National Commission on Excellence in Education, several states responded by creating their own commissions and studies in an effort to provide a platform for stimulating change in educational policy. As proposed initiatives and standards began to emerge, it became apparent to most vocational educators that the major thrust for educational reform was being directed toward "academics" and "general education". Little or no attention was given to the implications of vocational education and its "partnership" role in the total educational structure.

In New Jersey, a similar pattern of educational reform took place as a result of an eagerness to address the "excellence movement". A design for change was set into motion and specific initiatives were undertaken to improve the quality of instruction and to raise educational standards. Although these efforts show a strong commitment by the state to improve the quality of education, the educational reform movement does not adequately address the role of vocational education and the needs of those students who require access to vocational programs and services. As a result of excluding vocational education from major educational policy decisions, several issues and concerns have emerged that impact on the role and mission of vocational education in our secondary schools.

One of the most critical issues facing secondary vocational education is the establishment of new high school graduation requirements. States that have moved in this direction have increased the number of academic courses such as mathematics, science and English. Recently, Commissioner Saul Cooperman recommended to the New Jersey State Board of Education that the state's core

academic curriculum be strengthened by requiring secondary students to take one additional year of math, science, and social studies. If approved, these requirements would take effect for the ninth-grade class of 1988-89.

The implementation of additional graduation requirements with an increased emphasis on "academic" expectations would significantly reduce the number of elective courses available to students. Thus, the impact on vocational education and other elective fields would be overwhelming. In its report, The Unfinished Agenda, the National Commission on Secondary Vocational Education underscores the problem of increased "academic" requirements and specifically recommends that "all students whether college bound or not, need a mix of both academic and vocational courses and enough elective options to match their interest and learning styles".

The push for more "academics" and the establishment of new "basic" skills requirements have created a number of policy questions and challenges for vocational education. Resolving a single issue or concern such as the high graduation requirements does not in itself guarantee that vocational education will find its place in the mainstream of our educational system. A comprehensive study of the major problems and issues is required so that effective policy changes and program improvements can be instituted at state and local levels. Although the delivery of vocational education differs among school districts across this state, there are several common policy questions that appear critical to the future state of vocational education. These are as follows:

1. What should vocational education be? Is it solely for entry job placement or does it serve to complement the academics through a planned interdisciplinary approach?

2. How should vocational education be operated? Should vocational education be part of the comprehensive high school or should it be offered in specialized vocational schools?

3. What is excellence in vocational education? Should it be based solely on job placement or should it be judged on how well it enriches the educational experiences of youth?

4. Should vocational education be an integral part of the school system? How does vocational education complement other disciplines such as Industrial Arts and the new movement toward Industrial Technology? What is the appropriate student market, K-12, secondary and post-secondary, or post-secondary only?

There are reports and studies available that not only address questions of this nature, but also offer recommendations for the future role of vocational education in a "changing" educational system. Although they may help to stimulate thought and direction, it is ultimately the responsibility of each state to formulate its own plan for vocational education as major educational reforms are being considered.

As New Jersey continues to plan for new directions in education, it is essential that the products and attributes of vocational education be considered as enriching resources to the reform movement. Recognizing that there are different applications and designs for vocational education across the various delivery systems in the state, the following recommendations are being offered as potential approaches in mainstreaming vocational education in our educational structure:

...Study Commission. The state Board of Education should establish a commission to study the issues and concerns of vocational education and to recommend initiatives for improving the quality and delivery of vocational education. The commission should be composed of nationally recognized professionals in vocational education and representatives for business, industry and labor.

...Alternate Route for Academic Credits. The mastery of competencies for each vocational course is highly dependent on the student's ability to apply basic academic skills such as computation, communica-

tion, and scientific principles. Given an identification of concepts associated with these skills and related proficiency levels, a student should be able to satisfy academic skill requirements through the vocational curriculum. States that are mandating new curricular requirements for graduation should consider the content of vocational courses as a contributing source in the development of "basic" and "academic" skills.

...Vocational Teacher In-service. In order to enhance the integration of basic skills and knowledge into the instructional process, special state funding should be made available for vocational teacher inservice. Teachers will require an intensive inservice program designed to introduce instructional methods and learning activities that will assure an integration of basic skills as related to specific occupational fields. Incentives for inservice may include additional pay for evening or summer month activities.

... Articulation-Post-Secondary. Program articulation between secondary and post-secondary programs should be strengthened. County vocational schools and community colleges should be encouraged to develop curriculum articulation whereby career ladder competencies are established for various occupational fields. The "2 + 2" pattern (i.e.-grade 11 through grade 14) and other models that foster advanceed skill development should be encouraged through state administrative code and educational policy. The National Center for Research in Vocational Education recently published a guidebook, Avenues for Articulation: Coordinating Secondary and Post-Secondary Programs, that describes successful articulation programs accross the nation. Several states were identified as having state board policy. and even legislative mandates for program coordination between secondary

and post-secondary institutions.

Incentive funding should also be established in order to encourage institutions to initiate and expand program articulation. Since cost efficiency is one of the benefits of program articulation, incentive funding can be very effective in controlling financial waste and duplication of effort.

Flexibility is another important ingredient for establishing successful articulation programs. State and local board policy or administrative code should permit both institutions to utilize their facility and staff resources to a maximum advantage by relieving them from unnecessary bureaucratic restrictions and controls.

... Articulation-Industrial Arts. The "Excellence in Education" movement has also had an affect on the field of industrial arts. However, for several years, the industrial arts profession has been responding to the challenge by emphasizing new curricular dimensions in the form of technology education. In essence, this movement focuses on the conversion of the "traditional" industrial arts curriculum to a more "academic" approach which stresses technology education as a central theme.

The Report of the Commission on Industrial Arts Education in New Jersey. a project sponsored by the Department of Educajtion, Division of Vocational Education, describes the state's proposed program of action for the revitalization of industrial arts through a more broad-based technology education curriculum. Included in the report is a three-year time frame for implementing the various components of the plan such as new curriculum, pilot testing sites, teacher in-service, funding and the establishment of a State Advisory Council on Technology Education.

This transition from industrial arts to industrial technology represents

a sound response to the increased emphasis on "academics." It also offers the potential of serving a greater portion of our youth by infusing technology education across all grade levels and academic disciplines. If properly incorporated within the school curriculum, it not only enhances the industrial arts program, but it can also serve as an excellent foundation for articulation with vocational education. In this sense, a more appropriate title for this transition should be "industrial/vocational technology."

Since the proposed three-year plan for technology education in New Jersey will depend on funding resources from the Division of Vocational Education, initiatives should be undertaken to assure that coordination and joint planning be established with the vocational education community. Both disciplines possess the type of educational experiences and resources that, if articulated, can produce a comprehensive technology education relevant to the career goals and needs of all students.

The challenges facing vocational education are diverse and complex. There are no quick and simple "fixes" that have universal application to the various vocational education delivery systems in this state. However, enough has been said about the plight of vocational education in this era of educational change; it is now essential that progressive steps be taken to assure that vocational education is in partnership with any future initiatives and plans that affect our educational system.

RESOURCES:

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VOCATIONAL EDUCATORS RESPOND TO A PERCEIVED EDUCATIONAL CRISIS

Dr. Conrad C. Shuman, Superintendent
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THERE IS NO CRISIS IN EDUCATION . . . that is any different than it has been in the last 30 years. We have had crises on a cyclical basis. In fact, you might say it would be a crisis if we didn't have one!

First, let's look at the cyclical nature of the crises that have impacted education in the United States; then let's look at our present day perceived crisis and discuss ways for vocational education to respond to it effectively.

Criticism of education does seem to be cyclical, like the proverbial pendulum swinging, first to one side, then to the other, lingering momentarily in the "happy middle."

In the 1950's Sputnik forced American education to evaluate the system's math and science offerings and triggered increased requirements in these areas. There were even some calls for Russian to be taught in the public school system.

In the late 1960's and into ther 1970's, changes in education took place along with the "liberation" of society. The rebellion against social values and the Vietnam situation was reflected in the reduction of some core education requirements and their replacement with more humanistic courses. This resulted in the relaxation of educational standards, as the system was called on to provide solutions to personal, social and even political problems.

Then the pendulum began its swing back again. The fear became that the United States was, in fact, behind other countries in effective education; American young people were not being prepared to guarantee our country's economic survival. Arkansas Governor Bill Clinton, Chairman of the Education Commission of the States, recently said in Education Week, "that the US was dragged kicking and screaming into worldwide economic competition and we weren't ready."

This perception culminated in A Nation At Risk: The Imperative for Educational Reform, published in 1983. This report, prepared by the National Commission on Excellence in Education appointed by then Secretary of Education T. H. Bell, caused a tidal wave of reaction to the "rising tide of mediocrity in education" perceived by Commission Members.

Abnd perceptions count. If enough people perceive something to be true, it will be thought to be so.

Instead of Sputnik and Russian technology, this Commission targeted "competitors from throughout the world." While the American people could take pride in their past educational accomplishments, there was this "rising tide of mediocrity threatening their very future as a Nation and as a people . . . others were matching or surpassing their educational attainments."

The Commission warned, "The technological revolution transformed many occupations and initiated new ones . . . (there was) a new generation of Americans that was scientifically and technologically illiterate. The secondary school/curriculum has been homogenized, diluted, diffused . . . vocational and college preparatory program students have migrated to "general track" courses . . ."

The Commission said that . . ."America was committing an act of unthinking, unilateral educational disarmament."

The tocsin was sounded. State Commissions initiated their studies and made their recommendations for improving education, including increased high school graduation requirements and competencies.

In Delaware, the Governor's Task Force on Education for Economic Growth completed its work in January 1984. Its goal was defined as the promotion of "Excellence in Education." Several areas were targeted for review and improvement. They included: increased state control over curriculum, mandatory kindergarten and reduction of elementary class sizes, and equal educational opportunity for all students--especially focusing on the wide disparity between course offerings and financial support in different areas of the state.

I would like to digress a bit and comment about State Commissions or Panels for Imnproving Education. Many of these commissions had extraordinarily qualified persons participating on them, persons with a genuine interest and commitment to improving education.

In New Jersey, the Joint Statewide Task Force on Pre-College Education had a classic quote in the New York Times, January 1984, which helped define the milieu. "The mid 80's may well become known as the era of the educational task force."

Now, how did the local school districts respond to the State Commissions?

Many dutifully explained why the State Commission's recommendation would be difficult, if not impossible, to implement. Many times the local districts defensively countered the State Commissions findings with charts, figures and reports on how well they actually were doing.

The Delaware State Board of Education and an Education Improvement Monitoring Committee called for Delaware school districts to respond to a 38 point memorandum based on the Delaware Task Froce findings.

One finding of special interest to vocational educators was in the survey conducted by the Delaware Task Force. "The Delaware school system should increase vocational education opportunities" received an 81.0% "agree" response from the public. We knew we were doing something right!

Another point in the Delaware report focused on exchange programs between teachers and business. The "Teacher Business Partnership" program was initiated in the NCCVTSD for just this purpose, three years prior to the Commission's origin.

Also, we know in Delaware due to a statewide student survey released in 1984, that seniors in Delaware's vocational schools were generally more satisfied with their career preparation and the guidance they received than were their peers in college prep or general programs. Again, we have been doing something right. Perceptions from the Delaware students surveyed said we were on the right track.

I am also proud to say that last year, the NCCVTSD Board of Education spoke out against a proposed state law which would allow part-time vocational students to take only one year of math and science in order to graduate. The Board President declared that this would "classify Vo-Tech schools as something less than other schools." The search for excellence in education would not exclude vocational-technical students.

And what was the response of vocational-technical education nationally to A Nation At Risk?

The Unfinished Agenda: The Role of Vocational Education in the High School was developed by the National Commission on Secondary Vocational Education and distributed in 1985. In the report, issued basically by the Voc-Ed community, a more balanced approach to attaining excellence in secondary schools is urged. A mix of both academic, vocational courses and elective options to match students' interests and learning styles was recommended for the college bound as well as the non-college bound.

The Unfinished Agenda points out that vocational education is frequently the "catalyst that reawakens (students') commitment to school and sparks a renewed interest in the academic skills. . . vocational education serves as the glue that holds the students' total education together, making academic work more meaningful and goal-oriented."

Also, in the 1984 Gallup-Poll "Public's Attitude Toward The Public Schools." the majority (83%) believed that vocational education courses should be required for students not planning to go to college.

As supporters of vocational education, we believe that vo-tech education increases educational options, helps students decide what they really want to do for a living, teaches math, science and language skills in the context of career interests, gives students the wage-earning potential to support themselves during further education, improves the academic grades of many students, and trains skilled workers for in-demand jobs that are well-paid and personally fulfilling.

Now that we have "tooted our own horn," let's take a hard look at what we can do to address the "crisis" in vocational education today. A duPont Company executive said: "A non-manufacturing nation cannot remain a world power and influence." Where has our economic and business expertise gone, where has our vocational education credibility gone; how can we get them back?

First--we should look at our own house. I believe we have spent a great deal of time defending what we have been doing--giving "yes, but" answers to the "crisis" questions. What are we doing about updating equipment, curriculum, teacher expertise and craft advisory committees? What courses are we offering? Are the occupations up-to-date? Are we preparing our students for the new technologies or even more importantly, to be trainable for new ones, when their occupations become out-dated?

I believe vocational education has been too slow in changing, too slow in responding to the rapidly changing occupational needs. Perhaps the investment in shop equipment, once made, remains static too long, the investment in curriculum, once made, remains when it is no longer relevant.

We have an obligation to obtain the most up-to-date equipment for the career areas, or if this is not feasible, to be certain the students have field experiences with the newest equipment at an employer's location. Also, these students have the right to learn the latest techniques current in their field.

And what about the curriculum?--Does it reflect what is current in actual work situations? Again look to the experts. Ask business people to assist you--aggressively seek out a "Blue Ribbon Advisory Committee on Business and Industrial Training." Meet with them, listen to them, and act upon their recommendations.

The high-tech orientation of today's economic system requires that we strive to remain current and to step beyond the present. We need to prepare students to learn in the future, to consider "life-long learning." Articulation programs are a step in this direction.

By sharing post-secondary curricula and experiences, vo-tech students are becoming more aware of the need for higher, continuing education as the way of the future. They are receiving college credits, while in high school, and they are exposed to a higher level curriculum in their career area.

How are teachers updating their skills? The Teacher Business Partnership program, mentioned before, has worked for us. During the summer months, teachers can elect to work in a business of their field to update their skills, rather than sitting on their syllabus from ten years ago. Vocational teachers can receive pay from the State for this T/B/P experience in Delaware.

What about our link with business--our Craft Committees? How current are they? How many members are up-to-date and beyond in their field, or does the "buddy system" prevail, where only good friends are selected by an instructor to advise in a particular career area? How can this excellent business advisory committee concept be best implemented? Update the craft committee, the advisory committees with new members. Ask assistant principals to recommend new participants; ask districtwide advisory committees to nominate business people who are active and up-to-date in their field.

I would like to digress again . . .

Presently in Delaware we have a Governor's Task Force on Vocational Education. It has been charged to conduct a comprehensive study of vocational education and issue a report and recommendations to the Governor, General Assembly and State Board of Education by December 1, 1986.

Task Force members were drawn from both public and private sectors and represent the education community, the business community, the judiciary, labor and the General Assembly. It is expected the Delaware Task Force on Vocational Education will provide a framework for planning and decision-making for vocational education in Delaware during the next decade.

Governor Castle said, as he initiated the Task Force, that "Delaware's thriving economy reflects the quality of our workforce. Vocational education has an important role to play in assuring that we can provide skilled workers for business and industry."

We in vocational education are looking forward to the Task Froce Report. From all indicators vocational-technical education will continue to play an important role in the health of our state economy.

Where does all of this take us then in vocational-technical education today? I am reminded of a recurring dream I have had at least one night a week. In this dream a former professor of mine, who shall remain nameless, would lecture me on the "secret of life." Each morning I would wake up struggling to remember what he had said. Finally, my wife suggested I put a pad and pencil next to the bed and I wake myself from the dream to write down what the professor had said. I was prepared the next time it happened. I brought myself to, scribbled his lecture on the "secret of life," and immediately fell back asleep.

The next morning, I grabbed the note pad and read the captured message which was: "THINK IN OTHER TERMS" . . . We must never allow our thinking to become stagnant, to rest on our laurels, we must welcome and investigate new ideas and we must view education as a viable and ever-changing process where we continually must "THINK IN OTHER TERMS."

A crisis in education is not new; it is cyclical, and should be. We must be willing to look hard at ourselves and adjust, renew, THINK IN OTHER TERMS if we are going to continue to provide quality education to the American people.

Thank you.

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